

Who's Who in the Zoo

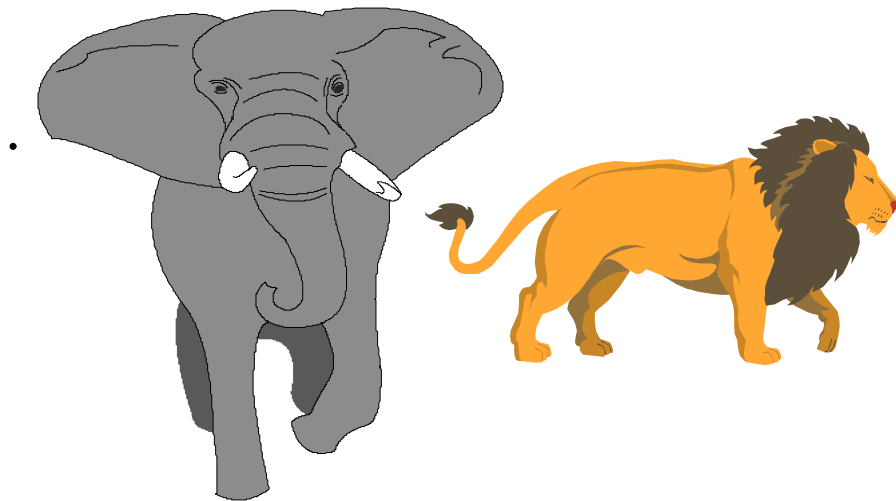
Integrated Performance Task

Grades K-2

by

2nd Grade Teachers

Bolivar School District



Southwest Regional MAP Center

Who's Who in the Zoo

Purpose: This integrated task provides students an opportunity to demonstrate by analyzing and synthesizing their understanding of the six animal groups in relationship to characteristics and environmental needs by graphing characteristics, designing a zoo map, and a description of the zoo plan.

Show-Me Standards Addressed:

Knowledge: Sc 3, Ma 6, SS 7, CA 1

Performance: 1.8, 2.1, 3.3

Grade Level Range: K-2

Subject Area(s): Integrated: (Math, Science, Social Studies, Communication Arts)

Materials and Resources Needed: graph paper, poster board, construction paper, crayons, ruler and pencil.

Time Needed for Task: 2-3 Class Periods

Instructions for Administration:

Part One:

Context: The primary school principal has asked the 2nd grade students to help design a new community zoo.

Prompt: To prepare your zoo plan for the primary school principal, you need to select 30-40 animals from the class list and/or your own choice and graph the animals into six animal groups (mammals, reptiles, birds, fish, insects, and amphibians).

Criteria: In the graph:

- * there should be at least 5 in each group.
- * the animals need to be in the groups to which they belong.
- * labels need to be used.

Part Two:

Context: The primary school principal has asked the 2nd grade students to help design a new community zoo.

Prompt: Use your graph that shows the 30-40 animals you selected to make a colored map drawing of a zoo which shows a zoo home for the animal groups: mammals, birds, fish, amphibians, reptiles and insects. It should have a compass rose. Share your plan with the class in a written or oral report.

Criteria: The zoo plan will need to include:

- * a colored zoo map drawing that has a compass rose and a map key showing where each animal group is located.
- * a written or oral description of your zoo plan

Pre-Assessment Instructions:

- * Review the map skills (i.e. compass rose and map key) and graphing.
- * Brainstorm with the class a list of animals that might be found in the zoo (to be posted for use).
- * Suggested activities to generate discussion: field trip to a zoo, videos, guest speaker, webbing.

Who's Who in the Zoo

Student Prompt

Part One:

The primary school principal has asked the 2nd grade students to help design a new community zoo. To prepare your zoo plan for the primary school principal, you need to select 30-40 animals from the class list and/or your own choice and graph the animals into six animal groups (mammals, reptiles, birds, fish, insects, and amphibians).

Criteria: In the graph:

- * there should be at least 5 in each group.
- * the animals need to be in the groups to which they belong.
- * labels need to be used.

Part Two:

The primary school principal has asked the 2nd grade students to help design a new community zoo. Use your graph that shows the 30-40 animals you selected to make a colored map drawing of a zoo which shows a zoo home for the animal groups: mammals, birds, fish, amphibians, reptiles and insects. It should have a compass rose. Share your plan with the class in a written or oral report.

Criteria: The zoo plan will need to include:

- * a colored zoo map drawing that has a compass rose and a map key showing where each animal group is located.
- * a written or oral description of your zoo plan

Who's Who in the Zoo

Student Response Sheet #1

To prepare your zoo plan for the primary school principal, you need to select 30-40 animals from the class list and/or your own choice and graph the animals into six animal groups (mammals, reptiles, birds, fish, insects, and amphibians).

Criteria: In the graph:

- * there should be at least 5 in each group.
- * the animals need to be in the groups to which they belong.
- * labels need to be used.

Who's Who in the Zoo

Student Response Sheet #2

Use your graph that shows the 30-40 animals you selected to make a colored map drawing of a zoo which shows a zoo home for the animal groups: mammals, birds, fish, amphibians, reptiles and insects. It should have a compass rose.

Who's Who in the Zoo

Student Response Sheet #3

Share your plan with the class in a written or oral report.

[illegible]

Who's Who in the Zoo: Scoring Guide

	Science	Math	Social Studies	Communication Arts
4: Outstanding	The student correctly classified 30 - 40 animals into the six animal groups.	The student constructed a detailed graph that is labeled correctly and is easy to read. The graph reflects the number of animals in each group.	The student designed a colored zoo map that includes a key, a compass rose, and is easy to interpret. The map plan includes more detail than just the six animal groups.	The student's written report describes the zoo plan and is easy to understand.
3: Proficient	The student classified 30- 40 animals into the six animal groups with minimal errors.	The student constructed a graph that is labeled correctly and is easy to read. The graph reflects the number of animals in each group, with minimal errors.	The student designed a colored zoo map that includes a key, a compass rose, and is easy to interpret but may contain some errors. The map plan includes the six animal groups.	The student's written report describes the zoo plan and is easy to understand. It contains minor errors that are not distracting to the reader.
2: Emergent	The student classified animals into the six animal groups, with several errors.	The student constructed a graph that is partially complete and contains some errors that make it difficult to read.	The student designed a zoo map that includes some of the required elements.	The student's written report contains partial information as related to the topic. It contains errors that are distracting to the reader.
1: Attempted	The student attempted to classify the animals into the six animal groups.	The student attempted to construct a graph that may or may not be complete. The errors make it difficult to follow.	The zoo map is incomplete or contains many errors. It may or may not include some of the required elements.	The student's written report lacks clarity and shows a lack of understanding of the task. It may not be comprehensible.